

The Church School Teacher

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THE
CHURCH SCHOOL
TEACHER

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Just a Few Words

By THE EDITOR

BY THE time this issue is printed the motion picture "Martin Luther" will have had its world premiere in Minneapolis and will be on its way around the country. Do see it and get your movie-age pupils, friends and acquaintances to see it, too.

It was my privilege to get an early preview of the picture. I shall want to see it many times. It is good for the soul, with its message for modern man.

"Christ"

For one thing, it goes straight to Luther's personal experience of salvation through faith in Christ. From that faith grows his life and his ministry. To his supervisor's question, "What will you give the people if you take away their indulgences and their good works?" Luther replies simply "Christ!"

Secondly, it portrays the importance of the individual conscience because of that relationship

between God and man. The picture illustrates this not only by the "Here I stand" of Luther but also by the firm conviction of the political powers of the day—Elector John of Saxony, John Frederick, Margrave George and the others who signed the *Augsburg Confession*. God means something to these men. The dictates of conscience are important to them.

Invite Catholic Friends

"Martin Luther" has restraint and dignity. It is not propaganda to arouse intolerance toward our Roman Catholic neighbors. Invite your Catholic friends to see it. They should take no offense at its accurately presented history. They will enjoy better acting than they did in either "Going My Way" or "Bells of St. Mary," see a stronger portrayal of the monastery and the priesthood, and hear better and more representative Catholic church music.

The 1953 Parish Education Month emphasis will be on *Faith*. Four tracts for general distribution will be offered congregations, a recognition folder for teachers and officers, and a poster. Samples and order blanks will be sent your church early this summer.

The tracts are on the following subjects: 1. Knowing Your Faith. 2. Living Your Faith. 3. Nourishing Your Faith. 4. Sharing Your Faith. The tracts will be attractively illustrated and will carry these titles—*More Than Words, Are You a Christian, Christian? Two Diaries*, and *Signposts*.

For several years Parish Education Month has been a co-operative promotion of the churches of the National Lutheran Council. This year's materials also will be co-operatively produced.

Things To Make

For those Vacation Church school teachers who missed last month's note on *Here's How and When* here is the publisher's description: "You'll find *Here's How and When*, a never ending source of help for making those things suggested in the vacation school units of work where it is part of your job to engage children in

manual activity related in some way to a religious concept, an ethical idea, or a distant country. The author's suggestions on things to make, materials for making them, and ways of encouraging creative activity in children, are ingenious and plentiful." The 192-page book may be purchased from your publication house for \$2.75 cloth and \$1.50 paper. Friendship Press is the publisher.

Church Camping

The Augustana Women's Missionary Society has released a booklet entitled, *This Is My Father's World*, which is a guide for teachers in summer children's camps. Suggestions are given for morning and evening devotions, Bible and mission study.

The 24-page booklet makes a fine contribution to the formal teaching program of children's camping. It does not touch on the informal side of camp life but does suggest Rice's book "Creative Activities."

Interest in church camping is growing. Surely, for young and old, camping provides unusual opportunity to practice the Christian life. Camping can be an experiment in Christian community. But frequently the camp program is

divided into the formal periods of Bible lectures, devotions and inspirational talks and the informal unrelated activities of quiet time, music, handcraft and the recreation of fun. What is needed is over all integration.

A Walk in the Way

There is also need for experimentation in practicing the Christian life *in camp*, not just learning techniques to use after returning home. The new life in Christ is each camp day's opportunity. The successes and failures each day's reality. There is place for repentance, confession, forgiveness, thankfulness, surrender. In spite of the serenity of the wilderness and the beauty of the lakes and skies the camper's natures are still those of man. But the Holy Spirit is at work in the campers to nourish them in the Christian life. For that reason, it seems to me, each

camp day could be a guided and interpreted walk in that life.

Something every camp administration should do is to encourage the camp group to make at least one improvement in the physical property of the camp. The improvement need not be costly. But it should represent the interest of the campers—a sharing of their hearts and minds and bodies—a service of gratitude to God.

In This Issue

This issue includes our quarterly helps for the teachers of *Christian Growth Series*. Of all features of THE CHURCH SCHOOL TEACHER we get most comments about these helps articles. So we are glad to continue running them. But this issue has some other good articles, too. We hope you will enjoy them.

Now, we take our leave until September. Have a happy summer. God be with you!

Fifth Annual Religious Drama Workshop

FOR PERSONS interested in religious drama we recommend the Religious Drama Workshop at Green Lake, Wisconsin, which will be in session August 15-22, 1953. Some of the subjects to be covered are: scene design, costuming, lighting, creative dramatics for children, beginning and advanced direction, play-reading, walking—rehearsals, role playing, improvisations, creative techniques, rhythmic choir.

See page 6 for further details

The Word of God

By VICTOR E. BECK

Read It—Live It

WE HAVE often heard that a teacher must know that which he would teach and a teacher must live an experience before he can share it with others. A church school wants the Bible to become meaningful to boys and girls. Therefore the Bible must have its rightful place in the life of the teacher.

Read It

One of our distinguishing marks as human beings is our power of communication. We may exchange our thoughts, our fears, our plans and our hopes with one another.

The crowning glory in our ability to communicate is the truth that God has spoken to us. He has spoken, and He speaks, through the pages of the Bible. It is His message of grace and salvation.

More eager than is the lover to read the letter from his beloved should be our desire to read God's epistle of love to us. Yet, how often is not our reading of God's Word performed with a dullness and clumsiness of heart and mind that make it ineffective!

Or, I may be saying to myself, "I do want to read the Bible, but how shall I read so that the sacred page brings to me the purpose and the reality of God?" There are several ways in which this can be done.

We must throw open the windows of our soul to heaven. We are thereby prepared to read prayerfully and thoughtfully. We must not be too hurried or restless as we approach the eternal Word. We need to be calm in the presence of Him who inhabits the eternities, and give time for His Word to enter into our very being.

With Active Participation

We must read God's Word with active participation. It must not fall on hard and stony soil, but into a heart that is rich soil for harvest. The mind and the heart must gather up the truths of the Word and store them in grateful memory and blessed experience, to be kept against the day of temptation, the hour of sorrow, the season of joy, or the time of death.

The Word of God must also be read in the attitude of response. It is ever a summons calling forth

answer. It is the trumpet sounding to spiritual battle. It is equipment for the soldier of Christ with which to fight the good fight of the faith. It challenges our wills and lives to surrender and commitment to God.

It is only when we read the Word of God with responsiveness that its vital meaning for and through us can be realized. But when it is thus read, we shall be charged with a vitality that makes us partners with those who through the age have been God's ambassadors in the world. Under Christ, we shall be the preserving salt and the guiding light of humanity.

Live It

When the Word of God came to Amos, to Isaiah, to Jeremiah and to Paul, it came as a living, powerful experience. It caused a transformation in their lives that made them transformers.

The Word of God lives in everyone who can testify, "The Lord is my shepherd," or who knows by blessed experience that the blood of Jesus, the Son of God, has cleansed him from all sin. It lives in you and in me, if we have been transformed by its power.

But to recall the story of St. Augustine is sufficient as an ex-

ample of the manner in which the living Word of God can lift a life out of a temptation and sin into one of consecration and obedience to the will of God.

The centuries bear witness of men and of women in whom the Word has lived mightily and thereby made them living epistles of God. Thus they have glorified God in life through the beauty of holy living; and they have glorified God in death by holy dying. The cloud of witnesses would be beyond reckoning of those who could rise up and say, "I am a Christian because such a one exemplified Christianity in his life."

Changed Lives

To be the living Word for God is our responsibility for our day. We may not merely say, "Lord, Lord," but we must do the work of our heavenly Father. We may not only say of the Bible that it is a great Book—the greatest—that it contains wonderful ethical truths, beautiful stories and immortal hymns. We may not just say that it contains the objective, historical statement of redemption in the blood of Christ.

No, the Bible means *for* us only that it means *in* and *through* us. We have missed its message and

meaning unless we understand that it is a Word to us which we must translate to others in terms of changed lives.

The world will be brought to God only by lives in whom the Word of Life has become living. When Christ, the heart of the Word—the Word made flesh—is born in us, we become His letters of love to a world which without them will die in sin and hate.

If we live in Him, and in His

Word, then we are also His co-workers, bringing to the world a word of redemption through lives that are redeemed and redemptive.

Church School Teacher's Responsibility

If we are to influence the lives of boys and girls, we must as church school teachers daily Read the Word and daily Live the Word.

RELIGIOUS DRAMA WORKSHOP

(Continued from page 3)

The Fifth Annual Religious Drama Workshop will be held at the Abbey area of the American Baptist Assembly on Green Lake, Wisconsin, August 15-22, 1953. The daily schedule will provide opportunity for technical instruction, round table discussions, forums, experimentation, interest groups, and rehearsals. There will also be time for worship, fellowship, recreation, and personal conferences.

The Abbey area provides an ideal setting for the Workshop. There is an excellent stage, back stage, and lighting equipment, lodging and meal facilities, classrooms, and a lounge, a swimming pool, wooded trails, and an 18-hole golf course.

For costs turn to page 11

When Families See Themselves

By FRANK P. FIDLER

*"O wad some power
The giftie gie us
To see oursels
As others see us!"*

YOUR church can do something about answering this prayer of Robbie Burns. Help families to see themselves as others see them and you can help them to improve themselves.

An excellent way to present "oursels as others see us" is through the filmstrips on the Family Life Audio-Visual Series. One director of Family Life for a denominational Board of Christian Education says "these FLAV's offer the best way I know of stirring up parents in a self-examination of Christian parenthood and family living. They really give positive suggestions for improvements that any family can pursue."

Flav's

Perhaps you have not yet heard about these FLAV's! That is the short title given to a set of four filmstrips (with recordings). Each one is designed as a complete program for presentation in a parent's meeting, a meeting of parents with

church school teachers, A Couple's Club, or other similar group. They picture, in entertaining and provocative manner, situations familiar to most homes. Then, without providing too neatly packaged plans, they show how families can grow together more effectively through distinctively Christian experiences.

For the Record

"For the Record" tells a story of the Perry family. Mr. and Mrs. Perry are devoted to their son Billy. Nothing is too good for him and they thought they were giving him everything he needed. But they are shocked one day by Billy's fighting and profanity at the height of his mother's successful teaparty. Mr. and Mrs. Perry blame the school for their failure as parents, but find themselves accused. They call on their pastor. He shows them how the "little things" of daily family life affect the big things that must be part of their boy's life. Enlightened by this conference, the Perrys dedicate themselves anew to the "greatest job on earth"—realizing that par-

ents are the first teachers of religion. This filmstrip has been used to introduce a program of help for parents and families in many churches. It provides a starting point for many fruitful discussions.

Avenues

In some cases the pastor's suggestions have been considered one by one and discussed as avenues for family life enrichment. Sometimes groups will want to stop and analyze the extent to which the Perry family was actually a failure at the time of their concern. That often leads to a consideration of those factors by which we judge success or failure as Christian parents. Some groups have gone on to consider how their own congregation might work out a more effective program for strengthening the Christian family's witness in cooperation with parent—teacher or other community programs for parent education.

"A Harvest from Holidays" looks in on a family getting ready for Christmas, and at the same time preparing to welcome home a son and his bride whom they have not yet met. Mr. Benson is musing about the ways that holidays and other special occasions have en-

riched their home life and helped them to learn some of the distinctive things that Christianity means in family living. Entertaining and whimsical episodes show how a birthday, or community chest campaign can become a point of Christian growth for a family or one of its members; how race prejudice may be turned into a sense of world responsibility; the power of the memorable festivals of a Christian family to strengthen a lonely young soldier far from home.

New Possibilities

This filmstrip can help other families to gather a Christian "Harvest from Holidays," too. Most groups will want to discuss their own ways of celebrating the festivals and special occasions of family life. Almost every group of parents or adults—even young people for that matter—will have additional suggestions of the occasions in their family life that stand out in helpfulness for them. Some families will realize new possibilities for distinctively Christian experiences in celebrations that have not usually been regarded from that point of view.

Families are not islands or lawns unto themselves. It is often the outside influences of community

and world events that put the breaking strain on families or their individual members. But a Christian home is prepared for the day when "the rain descends, the floods come, the wind blew and beat" upon that household or any of its members. The third filmstrip, "*Built Upon a Rock*," shows how a Christian view of life, and the Christian use of the Bible and prayer, and the church's fellowship and service may help. A boy leaving home for military service, a family learning how to deal with different tastes in TV programs, parents concerned about the "special friend" of their son or daughter, present three typical strains on family relationships. The help this filmstrip gives in meeting these situations will strengthen families to face most other types of strain.

No Easy Answer

"*No Easy Answer*," shows three common problems and the ways that three actual families approached them. The Offners have to deal with their nine-year-old son's unfriendliness to a not-too-desirable playmate. Teen-ager Marcia Reynolds is deceiving her parents about her late dates. Peggy Carrington wants her mother's help in proving to her likeable but

non-religious boy friend that he needs the church and that the church needs him. This is a filmstrip with a new approach in evoking constructive thinking and discussion. "It has never failed to result in good group participation," reports the director of the Family Life program of one denomination that has made wide use of this series. This filmstrip may be shown in three separate sessions. Each of its three situations is presented as a problem, then later the solutions worked out by the three respective families are shown. A break is provided in the recording and in the script so that the audience may be invited to discuss the ways in which they would suggest solutions.

For Entire Families

The audience can be divided into three groups corresponding to the three families, each group reporting its solution. Their answers may then be compared to the actual procedures of the families portrayed. This presentation helps parents to develop skill in facing all kinds of family problems with a surer sense of a distinctive Christian approach and resources. Sometimes, where whole families are present, children or young

people are separated from the adults and their different suggestions later compare with those of their parents. Usually the children will expect more of the Offner boy than will their parents, and the teen-agers will be more demanding of Marcia Reynolds than will adults!

Realistic

A great virtue of these filmstrips is their realistic dealing with the actual situations of family living such a way that parents cannot fail to be stirred. A pastor who has used them with various church groups of Young Adults and in Public School Parent-Teacher Associations says that "they have provoked discussion that was down to earth and led to some serious planning on the part of the teachers and parents."

Although these were designed for use primarily with parents themselves, and secondarily, in parent-teacher groups in churches, their actual use has revealed their helpful contribution in many other situations. Church family night programs, adult Bible classes, women's organizations, family welfare, social workers, young adult and young people's socials, and congregational social hours

have made profitable use of this series.

A rural pastor takes these programs right into the homes of his people, gathering a few families together for an interesting and profitable evening with far-reaching results for Christian home life on his circuit. In family camps where these have been shown to adults or younger members separately there has often been a request for a joint showing and discussion. There is something to be gained from facing family situations as families, rather than merely as age sectors of a family.

Useful

A recent survey among denominational and area leaders of family life education show that this series has been the means of introducing a positive and planned program for Christian parent education in many churches. One who is himself a well known author and teacher in this field declares, "this series is the best material we are using now in family life education in our churches." State Conferences on Adult Work or Family Life, meetings of Directors of Religious Education, Family Life Workshops in local churches have found that these are useful means

for opening up considerations of the Christian factors in family life leadership.

These filmstrips and recordings were developed by some of the most competent leaders in thirteen denominations of the United States and Canada to enable "average parents" to help each other become better-than-average Christian par-

ents. Helpful Leader's Guides accompany these filmstrips suggesting worship themes, ways of presenting the programs to greatest advantage, and listing books and pamphlets to follow-up. They will undoubtedly be used by many groups of parents who are not able to call upon experts in child training or parent education for help.

RELIGIOUS DRAMA WORKSHOP

(Continued from page 6)

The Cost

Registration Fee—\$15.00. This includes a complete Workshop report, and covers all expenses in connection with production and other laboratory courses.

Room, Board, and Ground Fee—Includes medical insurance.

Dormitory (Five or more persons in one room)—\$4.00 per person per day.

Three or four in a room—\$4.25 per person per day.

Two in a room—\$4.50 per person per day.

Single room—\$5.00 per person per day.

Turn to page 25 for information on registration

Helps for Teachers of Beginners

Christian Growth Series, Beginners II, Fourth Quarter

By RUTH SWANSON

TIME marches on! That this saying is irrevocably true confronts us when we realize that we are entering the final quarter of this year's church school work. The remaining thirteen Sundays will be what is sometimes termed our "summer quarter." Vacations will interrupt and interfere with regular attendance. We dare not, however, "lay down on the job," but must prepare ourselves even more thoroughly to overcome this apparent lack of interest during these summer months.

Preparation—An Experience

Preparation is important in every field of service, professional or otherwise. The doctor spends years in preparing himself for his first patient; the lawyer studies facts for days and weeks before he defends a person on trial; a mother works hours preparing a meal for her family.

Preparing to teach a class of beginners is no less important. Every teacher must *prepare* for each lesson in order that it will be a learn-

ing experience: pupil and teacher growing together in their Christian living.

Let us, then, take the word "prepare" and outline a church school teacher's time pattern around the letters of that word.

Pray for God's guidance in every phase of planning.

Read and study the Bible basis of the lesson.

Evaluate the aims of the lesson in relation to the class.

Plan the lesson to meet the needs of the class.

Arrange materials for effective use with the class.

Reach the members of the class through personal witnessing.

Evaluate the lesson just taught.

A Channel

An effective teacher will realize that she is a channel through which God works His purposes in the lives of her pupils; and, as a part of each day's personal devotion, will *pray* for His guidance in all her planning.

As the second part of her preparation she will *read* and study the Biblical basis of the lesson she is to teach. Not only the actual passage or passages in various versions but also cross references and concordances concerning the same incident will be studied. Beginner teachers, we must not forget the value of reading the story written in child language. We recommend, "Marian's Big Book of Bible Stories," by Schoolland as an excellent book to use with younger children. Enriching our background with this type of study will make the story so meaningful to us that we will be able to make it meaningful to others.

Evaluation of Aims

An important phase of all lesson planning is the *evaluation of the aims*. Before approaching her class a teacher must know exactly what she wishes to accomplish. Unit A of this quarter, *God Cares For Us* is "a unit of lessons leading from nature experiences to God's care." The aims of each of the eight lessons are such that the lessons will be a "means of guiding the children to realize God's love and goodness." Unit B, *Growing for Jesus*, "is adapted to the promotion season." Through its five lessons

we should "interpret for the children their spiritual, physical, mental, and social growth as part of God's plan for them."

Each lesson has two types of aims. One is a statement of what we want our pupils to know; the other, a statement of what we wish to develop in our pupil's lives. The latter is more important because these Bible truths must be made effective in the lives of our children. Teachers, think of the Johnnys, the Suzys, the Marys in your group, and adapt the lesson aims to meet their needs.

The Plan

Having evaluated the aims and selected those applicable to her group, a teacher must *plan* her lesson, selecting methods and materials by which she may accomplish her aim. Such planning must be done early. Effective teaching can not be done with hasty, last minute preparation. Successful use of carefully selected and well organized materials is a result of careful planning.

The prepared teacher can be relaxed and enjoy teaching more fully. Moreover, she will never be a slave to any plan. The background which she has built up will make it possible for her to adapt

procedures and materials to the pupils' responses, when she finds it necessary to make changes to meet unexpected situations.

Beginner teachers, become thoroughly acquainted with the teacher's guide. Its author has written an excellent outline, full of suggestions for every part of our lesson plan. But no writer can meet the individual needs and interests of any particular group. We must work out our own plan, adapting the lesson helps given to fit the needs of those in our classes.

Arouse Interest

In planning our class sessions, we think first of our pre-session period. This is an important part of our session. During this time we will make use of such activities as will arouse interest and motivate pupil participation. The paragraphs in the Teacher's Guide entitled "As the Children Come" give many helpful suggestions for such activities. In preparing to tell the day's story, we need to use the excellent ideas for its introduction as well as for pupil participation following the telling of it.

Remembering also that retention of learning is increasing to 90 per cent by appealing to all the senses, we must always plan some type of

activity related to the lesson's theme. Note the section entitled "Activities" in the Teacher's Guide for hints which may be carried out easily.

Many teachers experience much satisfaction in summarizing what has been studied with an informal devotional period. During this "quiet time" they often make use of the memory verses and songs that were learned. Even the prayer thoughts grow out of the day's experiences. Again, the teacher's guide gives us some ideas on carrying out a worship with our classes.

Arranging Materials

After having planned her lesson, the next step of concern for the church school teacher is *arranging materials* which will help her accomplish her aims. Whatever she plans to use: books, pictures, models, flannelgraphs or activity materials—anything which will enrich this learning process must be related to the aim of the lesson in order to further its accomplishment. Notice the various suggestions we are giving in the Teacher's Guide under the caption "Planning the Session." In addition, let us make use of the applicable pictures from the Christian Growth Series picture sets. And

teachers, don't forget the accompanying guide—it does give help in the effective use of these pictures.

Being thus thoroughly prepared, the teacher will, with the help of the Holy Spirit, *reach* the members of her class. She has more to do than teach lessons on Sunday morning. She will share her Christian faith with the pupils of her class. Beginner teachers, as we approach our children each Sunday, may our prayer be:

Dear God, let me be aware—

Aware of the needs and desires of a little child;

Aware of the Christian goals urging him on;

Aware of the best ways to guide and teach;

Aware of Thy power and spirit within me—

Dear God, let me be aware.

Amen.

—P. R. HAYWARD

A conscientious teacher will *evaluate her teaching* after each session. She will think through what actually took place during

the class session. Were the aims really accomplished? Was the original plan changed? She will make notes of anything which will need to be carried over to the next session. Teachers, are we only telling our pupils Bible stories? Let us never lose sight of the fact that we must strive to make these Bible truths applicable to the every day life of the youngsters.

Summarily, in order to make the last quarter of our church school year as effective as possible, let us determine to prepare more thoroughly.

Pray more diligently for guidance

Read the Bible basis more thoroughly

Evaluate our aims more definitely

Plan our lessons more completely

Arrange materials more effectively

Reach our classes with greater witnessing

Evaluate our teaching more critically

"Children are the most important farm crop we have." (*quoted from a forthcoming article in the September CHURCH SCHOOL TEACHER*)

Helps for Teachers of Primary Children

Christian Growth Series, Primary III, Fourth Quarter

By ERLEEN LINDEMAN

WARM days of summer give us a yen to spend time in the outdoors. All nature is in a happy, relaxed mood and we respond to it. It is the outdoor time of the year. Why not plan an outing with your church school class?

Picnics have a perennial appeal for youngsters. How thrilled your class would be to be taken on one! Recruit an adult or two for helpers. Let the parents know of the time, date and place of the picnic either by note or a phone call. Give each child a responsibility at the picnic, such as setting the table, pouring the drink, etc. Let the children also have a good time romping about the park and exploring its various areas with you.

Breakfasts, too

Picnics are fun for adults too. Plan one for your pupils and their parents. The parents will enjoy talking with one another and will be glad to have this informal time with their child's church school teacher.

Perhaps a new experience for many children would be an early morning breakfast. Mornings are very pleasant at this time of the year. The park areas would not be so crowded at this time of day.

Children always like to go visiting. How their eyes would sparkle if you would invite them some afternoon or evening to your home! Ask them in groups of four or five, so that you will have a chance to chat with them individually. You will find it refreshing and soul-warming to talk with these little people in such an informal setting.

Now Indoors

Times such as these suggested will pay dividends—dividends in deeper friendships formed among your girls and boys and a closer fellowship between you and your pupils.

Try an outdoor time with your church school class!

Now to go indoors and take a look at the material we are to

teach for the next three months. As we begin our study of Primary III, Fourth Quarter, we realize that our pupils are going to move soon into another class. In the public schools they have already been promoted to another grade. They have had many new experiences since they came into our class last fall. Have we helped them experience a deeper fellowship with God, a stronger faith in Him and a fuller Christian life? God has spoken to our pupils through us if Sunday after Sunday we have come as prepared, consecrated teachers. For this final quarter of the year's work, let us decide to continue our aim-centered planning and teaching.

Central Aims

In this new quarter we note that each child is helped to grow in his use of the Christian resource, prayer, and to grow in his ability to make the best of change. These units stress two of the desired outcomes of the *Christian Growth Series*—Christian Adjustment and Use of Christian Resources.

In Unit A, *For Whom Do We Pray*, prayer is of course the central theme of the unit. Looking through the Christian Growth Series curriculum for the primary department, it is interesting to

note that three units emphasize the study of prayer. The other two besides the one of this quarter are *We Learn How We Shall Pray*, Primary I, First Quarter and *The Prayer Jesus Taught us to Pray*, Primary II, Second Quarter.

The primary child through these units sees the need and feels the desire to talk with God. He is given much practice in free prayer. At times he learns prepared verses and litanies. He studies the entire *Lord's Prayer* and understands its meaning to him. He learns to know that he may speak to God at any time, at any place and about anything. The child grows in his love and trust in God, in his desire to know God's will, in his practice of regular periods of prayer, and in his ability to compose his own prayers.

Prayer

In Unit A of this quarter the child sees that Bible people turned to God in prayer with any problem they had. In stories from the Old Testament he sees how Moses prayed for the recovery of his sister Miriam from an illness, how Solomon sought God's help in leading the people of his country and how Joshua turned to God for strength in a hard task he had to do. In New Testament stories the child

sees how Jesus prayed for Himself and His friends at the Last Supper.

In another story of the unit he sees how Jesus asked for God's help in the curing of a sick child.

He learns how Peter asked God for help when he was in prison and how Stephen uttered prayers of forgiveness for those who stoned him. The child sees how Paul prayed for the growth and welfare of the church he founded at Philippi.

Through all of these Bible stories the child realizes that as these Bible people turned to God in prayer for help and guidance, he, too, can come to God in prayer with all his problems and wonderings. Prayer becomes a very real and important part of his everyday living.

he has to meet if he will only ask Him.

What a wonderful quarter this is to bring a year's teaching to a close!

Now for some additional suggestion for related activities that you might like to use. For Unit A use the ideas given for the prayer book on page twelve. Instead of the already formulated prayers for the children to paste in the booklet, let your class formulate each Sunday a class prayer. This could be written on a large sheet of paper or chalkboard as the children dictate it to you. Make a copy of this prayer to give each child the next Sunday. Let them paste it in their prayer booklet during the pre-session time.

With Us Everywhere

In Unit B, *Jesus with us Everywhere*, the child sees that God was with Abraham when he moved to a strange land, with aged Jethro when he cared for Moses' family, with Paul in his time of pain and suffering, with Gideon when he bravely stood for what was right, and with Mark at his time of promotion to a missionary helper of Paul. Again in this unit the child comes to the realization that God will help him meet any change that

Missionary Theme

In Unit B there is a definite missionary theme. Perhaps you could help your pupils express themselves in some home mission work. Teach them a Swedish or German hymn to sing for some of the aged of your church. Let your girls and boys plan a yard party for some aged or ill person of your church who needs to have someone cut or rake his yard. A foreign mission project could be carried out in this unit also. Contact your

synodical missionary office for ideas.

Instead of the altar suggestion on page forty-two, make a *Family Worship* booklet for your pupils to take home. For each day of one week plan a sheet for the booklet that would contain a song suggestion, a Bible verse and some prayer suggestions for the day. Contact the parents of each child asking them to let their child use this material as a part of their family worship for that week.

Songs that could be used the entire week would be *Beautiful Saviour* and *Into My Heart*. Bible verses for each day of the week could be the following: Sunday, Genesis 12:8; Monday, Joshua 1:5; Tuesday, Psalm 126:3; Wednesday, Phil. 1:9; Thursday, Luke 6:36; Friday, Luke 6:27; and Saturday, Psalm 25:4. The child could explain these verses to the family as he uses them in the devotional time. He will be familiar with them because they are taken from lessons of Unit A.

These prayer thoughts for each day would give the child some guidance for the prayer time of the devotions.

Sunday Tell God how much you love Him. Thank him for all He does for your family.

Monday Thank God for being near to your family always. Thank Him for Jesus.

Tuesday Thank Him for your country. Ask Him to help all your family to be helpers for their country. Ask Him to help the president of the United States.

Wednesday Thank Him for your church. Ask God to help the pastor of your church. Ask God to help you and your family be good helpers in the church.

Thursday Thank Him for His love to you and your family. Ask Him to help you to be kind to all people.

Friday Thank God for his love for all people. Ask Him to help you be kinder to people.

Saturday Thank God for your home, your Mother and Father and all your family. Ask Him to help you be more kind, thoughtful and helpful in your home.

The use of a booklet such as this could do much to encourage family worship in the homes of your pupils.

Promotion Sunday

Promotion Sunday is usually a most exciting time for youngsters. Make it a happy time for them too. The following suggestions approach promotion Sunday in a different way than the author of this

quarter. Choose the way that is best suited to your local situation.

In pre-session time have all the Bible pictures of the lessons of this quarter displayed in the room. Let the children have a Bible picture hunt. When they have found one, they could make themselves ready to tell about it during the conversation time of the lesson. You might like to let the children play again the Bible verse game that is found on page fifty-nine of the guidebook.

Activities

After the pre-session time let the children sing all of their favorite songs of the quarter. Introduce the conversation time by letting the children tell the stories of the Bible pictures they found during the Bible picture hunt. This conversation time would give your pupils a complete review of the quarter. After this story telling time by them, tell the new story that is found in the leaflet. At the conclusion of the story you might say that, as Mark studied and

learned more about God, he was promoted. The children, too, have learned more about God from the Bible and are ready to be promoted to a new class.

First Visit

Let one child as a leader (he could be briefed during the pre-session time) take the class to their new class area and introduce them to their new teacher. You might like to have name cards of some type pinned on each child to aid the new teacher in calling them by name. In the new class the teacher would talk to the children briefly about how glad she was that they were in her class, give them their church school paper and send them home happy and eager to come back the next Sunday.

(Of course the above procedure could be used only if such a method was decided upon by the entire church school.)

As you send these children on to a new class, promote yourself to better aim-centered planning and teaching for the coming year.

Church Library

Summer time is a good time to improve your church library. The booklet *THE CHURCH LIBRARY* has good suggestions. It may be purchased from your publication house for 25¢.

Helps for Teachers of Juniors

Christian Growth Series, Junior III, Fourth Quarter

By HILVIE M. OLSON

IN THE preceding two quarters of the *Christian Growth Series*, the juniors have been discovering "How Jesus' Work Goes On" through the church which Lutheran "Founders and Followers" have established. Now, in our study, "As We Grow Older," we realize that God makes it possible for us to assume increasing responsibility toward carrying on His work.

Meet Mr. Brown

Teachers of juniors may profit from reading how one teacher provided opportunity for his class to show evidences of Christian growth. He is Mr. Brown, teacher of the fifth grade and leader of the Junior Department. He worked closely with the other teachers in his department: Miss Johnson of the fourth grade and Mrs. Smith of the sixth grade. All of the juniors met in the same large room. Movable screens set off three sections for class rooms and a larger area was reserved for pre-session activities. A worship center was set up along one wall of the larger area.

"What Happens?"

On the first Sunday of the new quarter the juniors laughed at pictures of themselves that were posted on the bulletin board. The pictures had been taken four years earlier. Above them was the question, "What happens as we grow older?"

Mr. Brown quietly asked the boys and girls what happens when we grow older. One boy answered "We get bigger." Another added "We get stronger, too." Someone said that they learn more interesting things in school. John added that they also learn more helpful things from the Bible.

Then Mr. Brown showed the new Study Books and pointed to the title, "As We Grow Older." "Yes," he said, "We are going to find out more of God's will for us as we grow older. Let's move to our study circles to begin searching the Bible and other books."

What Is God's Plan for Growth?

The fourth graders and Miss Johnson moved quickly and quietly to their study circle, the fifth grad-

ers went to theirs, and the sixth graders did likewise.

According to the suggested plan, the teachers guided the juniors to read Mark 4:26-29 and the other Bible references to find something of God's plan for growth. From 1 Corinthians 6:19 they learned that their bodies were temples of the Holy Spirit, and that it was God's plan that nothing but the best rules of health should be practiced.

This passage from Corinthians was read aloud and stressed. The teacher informed the class that it would be the Bible verse for the day's worship, so special effort should be put forth to memorize it and "Rule 1." Pupils were given time for this and for going over lesson 1 in the Study Book. Now that the lesson was taught, the juniors were permitted to complete some of the exercises.

Closing Worship

Ten minutes before the scheduled time for closing, the pianist began playing a familiar hymn which called the juniors to the place of worship. They sang "Take My Life and Let It Be" before repeating together the day's memory verse. Mr. Brown, in a few well-chosen words, expressed the main thought of the day's lesson,

and asked the pupils what they would do toward making their bodies fit dwelling places for the Holy Spirit. Together the juniors recited the first rule they had learned in the lesson. Then the leader led in praying that God would give them power to practice only good rules of health. All expressed thanks through silent prayer and through the offering. After a brief offering prayer and the Lord's Prayer, all sang, "Saviour, Like a Shepherd Lead Us." The pianist continued playing this as the juniors left their assembly and adjourned to the regular church worship.

Pre-Sessions

Before the next session the junior teachers had completed the necessary arrangements for a pre-session activity of chart making (described in Teacher's Guide). Miss Johnson was given the chief responsibility for carrying through this work.

As the juniors arrived the next Sunday, they saw a big chart entitled "We Grow in Body." Also they saw a listing of the titles of the first six Study Book lessons. On the work table were several large sheets of heavy paper the size of the sample chart, several 9½"

by 12½" envelopes, a variety of pictures and clippings, scissors, rulers, crayons, and paste. Miss Johnson encouraged the early comers to start work on charts which would illustrate the ways we grow up.

At approximately the regular starting time (or a few minutes later), Mr. Brown complimented the juniors on their ability to work so well. They were working like "grown-up" juniors and not like babies.

Transition to Bible Study

With this the juniors were asked to lay aside their pre-session work and proceed to their study groups to learn more of God's plan for growing up to do more work.

While Mr. Brown's class was studying lesson 2, they realized that God planned that persons should assume greater and greater responsibility as they became more mature. They talked about what would happen if the food committee for a picnic didn't accept its responsibility.

The junior teachers had hoped that they could have some meeting with the parents during the summer. This seemed to be the opportune time to bring it up, so Mr. Brown suggested to his class the

possibility of having a picnic sometime during the summer. The fifth graders were thrilled.

A Picnic!

The next Sunday eager juniors came to church school. Everyone—fourth, fifth, and sixth graders, together with most of their parents—wanted a picnic. Plans proceeded. During the pre-session it was decided that the teachers would set the exact time and place for it after consulting the church calendar. The fourth graders would plan for the food, the fifth graders would take charge of the games, and the sixth graders would lead an outdoor worship service. Each class would be responsible for publicity and invitations.

Committee Planning

The fifth graders were glad to plan the games. "Now we can play what we want to," said one. "Let's play soccer," suggested Bill. "I've got a ball."

Mr. Brown cautioned that they must take other people into consideration. This picnic would be for the entire Junior Department and the families.

"I play softball with my dad and brothers," said Bob. "Mother takes care of sister Sue while we play."

"Why can't Jane and I play games like "Here We Go Round the Mulberry Bush" with the little folks so our mothers can play games, too?"

With Mary's request Mr. Brown agreed that some provision should be made for all. He suggested that they think about suitable games during the week, ask others what they like, read in books for new games, and continue their planning the next week. Then he told them that the Study Books could give much help in planning so that all could have fun at the picnic.

Rules For Wise Playing

Mr. Brown asked his pupils to read from lesson 3 in the Study Books to learn how God wants us to play. He asked them to find out how they could have the most fun at their picnic and at other times. They read from the Bible to find these things and to read the Bible rules for wise playing. One of these verses was chosen for their memory work. (That day each class recited a different verse in the closing worship.)

Thus the unit developed. The juniors were given opportunity actually to experience things that would contribute to their Christian growth. The teachers continued to

use the Teacher's Guide and Study Books as aids and resources, and to make any variations they could to make this study more real to their pupils.

On the last Sunday of the unit, the charts, the memory work, the Bible Study on "growing up," and the picnic plans were brought to a completion. The sixth graders led the worship service for the whole department (the same service that would be given at the picnic). In it the memory work was re-emphasized and the charts were described by individuals. The sixth graders who had mastered the extra memory work gave Proverbs 2:1-9 as a choral reading.

"An Environment Favorable"

On the designated date the Junior Department picnic became a reality. Some games were played before the dinner and some were saved until later. After the main part of the meal the fourth graders distributed the ice cream cups for dessert. Then a song leader began directing group singing. The last song was a favorite hymn, one which set the stage for the worship service. The sixth graders "took over" and led in a worship similar to that which had been held in the church school. After singing "Blest Be the Tie That Binds,"

everyone felt free to talk and become better acquainted or to play games.

This picnic provided the right motivation for introducing the next unit of study. Mr. Brown and the other teachers continued to follow the suggestions in their

material as well as their own resources to accomplish the aims for the various units. They learned that by working and planning together, and by letting the juniors actually do things, they were providing an environment favorable for Christian growth.

RELIGIOUS DRAMA WORKSHOP

(Continued from page 11. Turn to page 29 for Room assignment request)

REGISTRATION

Name _____
(Print last name first, indicate Miss, Mrs., or Mr.)

Street and Number _____

City and State _____

Denomination _____

Church Responsibility _____

Reason for attending Workshop _____

Registration Fee (\$15) attached _____

Make check payable to Division of Christian Education. Fee will be refunded upon request if notice is given the Division of Christian Education by August 1. No room reservation will be made unless application is accompanied by registration fee.

Send to

DIVISION OF CHRISTIAN EDUCATION

79 East Adams Street
Chicago, Illinois

Helps for Teachers of Intermediates

Christian Growth Series, Inter. III, Fourth Quarter

By ERNESTINE SANDEN

THIS is an article which we shall call "Radio T. T. T." We hope by means of an imaginary radio hook-up to bring the teachers of intermediates into a church-wide fellowship. We will discuss our common problems and share the ideas and techniques which some of you have found successful and practical. In order to keep our discussion timely, we will center it in the material which many of you will be using during the summer months, *My Treasure Chest*, Intermediate III, Fourth Quarter, in the CHRISTIAN GROWTH SERIES. However, whatever your curriculum, we hope the program will benefit you.

Come in, North Dakota

"I am the intermediate department leader in our church school. We are thrilled to use the "My Treasure Chest" quarter again. Three years ago in June we teachers in the intermediate department met for our first quarterly planning session. We had prepared ourselves by studying the Study Book and the Teacher's Guide. A won-

derful thing happened! We all went home that evening with an outline of the activities which we hoped to carry out together during the summer months. All the activities were planned to contribute something to the aim we had set up for the quarter's work. We will probably use much of it again this summer and do a better job than we did three years ago.

"Today I took from our department file the outline we made that evening. It reads like this:

Intermediate III, Fourth Quarter
—My Treasure Chest

I. Our aim for the quarter:

A. To lead the intermediate in an enjoyable and profitable review of his favorite religious material in the Bible, in hymns, in prayer, and in art.

B. To motivate the intermediate to memorize some of his favorite religious material.

II. Our projects for the quarter:

A. A treasure hunt on the Saturday evening before the quarter begins.

1. The treasure to be found will be the large old Swedish family Bible which the Andersons have packed away in their attic.

2. The devotion for the evening will center around the favorite verses marked in the Bible, the

pictures in the Bible, and the copies of songs and poems found between the pages of the Bible. Grandma Anderson will explain them to us by lantern light while we sit on the floor in the attic.

3. The refreshments will also be served in the attic. We teachers will provide them this time.

B. A change in our Sunday morning schedule.

1. The classes will meet at 9 A.M. and open with prayer.

2. The department will come together for a closing worship at 9:45.

a. The worships will be planned and led by the different classes in this order:

Unit A. Bible People I Like, Lesson 1-3—Ninth Grade

Unit B. Favorite Bible Selections, Lessons 4-6—Eighth Grade

Lessons 7-9—Seventh Grade

Unit C. Other Favorites and Conclusion, Lessons 10-13—Ninth Grade

b. Each worship will be based on the lesson studied in the classes that Sunday.

"Believe it or not, we have no bored intermediates during these worships. I no longer need to stand at the door to make sure that no one skips out. The worship planned has been used in Confirmation League meetings and shared with shut-ins of the congregation."

C. A note: Plan to use the Study Book material much as it is suggested in the Teacher's Guide. Remember to make any homework assignments on the lesson after it has been studied in the class. Never make assignments on the new lesson.

D. A combination of "Something to Do" and "My Own Page" can be

suggested to the pupils. They can do this by making a Treasure Chest Book instead of the Treasure Chest.

"The books made were beautiful. Some of them had wooden covers with carved or burned design.

"We teachers have continued our quarterly planning sessions. Copies of these plans are kept in our department file. We also meet for monthly study sessions."

We thank the intermediate leader from North Dakota for her enthusiastic contribution. It has been challenging and full of usable ideas.

Are you ready, Wisconsin?

"I have been very interested in what the lady from North Dakota has given us. Unity in planning certainly makes a difference in both teacher and pupil interest. For several years we have planned and carried out a lakeside session each summer. Early on the chosen Sunday we go out to a near-by lake. There each class meets in a boat tied to the pier. The regular lesson material is used. (Lesson 2 "Why I Choose Jesus" will be a good lesson to use this summer.) When the time comes for the closing, we row out into the lake for a hymn sing and a prayer session.

We are all back at the church to worship with the congregation at eleven o'clock.

"I am a woodwork enthusiast. The past year I have invited the intermediates to my basement workshop one evening each week. Both girls and boys have been coming. I see an opportunity, this coming quarter, to help them make bookends with cutout crosses, mottos, and frames for Bible pictures."

Bishop Hans Lilje, President of the Lutheran World Federation, has said that one of the greatest gifts which God can give us is a holy imagination. You have been given one, Mr. Wisconsin.

It is your turn, New York

"We face the serious fact that when the schools in our city close a great many of our young people leave for the country. At a recent meeting we decided to try to motivate the use of the lesson material in personal devotions during the summer.

"As chairman of the committee chosen to plan a party at which we hope to do our motivating, I am happy for the treasure hunt idea. At the party the intermediates will receive the Study Books and a mimeographed sheet giving

a few guiding suggestions. Do any of you have a similar problem? I would like to hear from you."

Will you come in, Canada?

"I am a teacher in a rural church. Part of the winter it is impossible for our church school to meet regularly. For several years we have been asking the children to use the Study Books during their nature-enforced vacation. This year we met with the parents and helped them to understand the plan of the quarter and how they could actually teach their children during the winter. This spring when we resumed church school we had a special session. We used quiz games to review the winter's study. The results were amazing. The parents are very good teachers!"

Both of you have taken your problem as a challenge. It is of course, far better if our church schools continue without interruption throughout the year. There is no substitute for the Christian fellowship enjoyed in a well-guided church school session. It is, therefore, well for us adults to examine our motives for closing the church school, especially during the summer months. Could the teaching staff be increased so that each

teacher can enjoy a vacation without closing the church school?

Come in, California

“As pastor of an urban congregation, I have been greatly concerned about the fact that our confirmed young people do not know each other well enough, nor I them, to develop an effective Christian fellowship. During the last few years some of the church school staff, the scout leaders, and I have spent two weeks each summer at a camp in the mountains getting acquainted with the new confirmands. We are about to make our plans for this year’s camp.

“I have benefited from Radio T. T. T. It has started me think-

ing about the possibility of correlating our camp program with the study material being used in the Sunday School this summer. We could add the catechism, the worship service, and symbolism to the list of treasures.

“The student-planned and student-led worship is another wonderful idea which we can make use of at our camp. It will lend itself to the planning of the various types of outdoor worships which we have been using.

“Would the woodwork enthusiast from Wisconsin be interested in joining our staff to correlate crafts with the camp theme, “My Treasure Chest? Let us hear from you.”

RELIGIOUS DRAMA WORKSHOP

(Continued from page 25)

ROOM ASSIGNMENT REQUEST

Name _____
(Print last name first, indicate Miss, Mrs., or Mr.)

Street and Number _____

City and State _____

Room Assignment Desired (check one) :

- Single Room—\$5 per person per day
- Two in a Room—\$4.50 per person per day
- Three or four in a Room—\$4.25 per person per day
- Dormitory (5 or more persons)—\$4 per person per day ..

Fees for room and board should be paid direct to the American Baptist Assembly immediately upon arrival at the Workshop.

The Nursery Department

By RUTH M. SWANSON

Part IV. (Continued from last month.)

BEFORE we close our discussion concerning the Nursery Department we must recognize one more very important area: parent-teacher co-operation. It is a "must" for effective Christian training.

The parents of Plum Grove's three-year-olds were pleased at the new turn of events and confidently entrusted their children to the nursery class teacher for the Sunday school hour. *How can this confidence be maintained and home co-operation assured?*

The nursery class teacher should take the initiative and call in the home before the child is enrolled. She should always be willing to have friendly, informal conversations with individual parents concerning their children.

Parents will enjoy observing an actual class session. Teachers might plan various "Visiting Days" when a limited number of parents would be invited to spend an hour with the nursery class. To help make this visit pleasant for everyone concerned, a copy of

the suggestions "When You Observe," page 135 of *Guiding the Nursery Class* by Mabel B. Fenner should be included with the invitation.

Parents' conferences might take the form of regular quarterly meetings when the teacher would give a preview of the next quarter's material. When parents are familiar with the nursery course, it will be easier to practice the suggested activities with their children during the week. Even an occasional meeting with parents could be advantageous. It would give them a chance to discuss the work of the nursery class or some of their common problems. Perhaps a group of them could arrange a "work night" and assume the responsibility of the physical set-up of the class. Teachers find it very helpful if the toys are kept clean and in repair, the curtains and rugs laundered regularly and the furniture given a fresh coat of paint occasionally. The most valuable type of conference, however, is the one with individual parents giving them an opportuni-

ty to discuss their own children and their welfare.

In some localities it would be possible to establish parents' classes which would meet simultaneously with the child's class. They may study, on an adult level, the Biblical basis of the children's lesson.

Home contacts are invaluable in securing and maintaining parent co-operation. These may be made by the parish worker, a volunteer assistant, or the pastor. However, personal visitation on the part of the teacher will allow her to learn firsthand about the factors which are influential in the child's life.

In addition to visitation, occasional notes, letters and telephone calls help to establish an understanding between parent and teachers.

The situation at Plum Grove was greatly improved with the beginning of the Nursery Class but similar problems will arise in that class if an entrance age and date is not established. *How can such a thing be prevented?*

That there will be problems connected with teaching three-year-olds is not a secret; nevertheless, to use every "teachable moment" to its best advantage, under-age children should not be present in

this class any more than in the Beginner's Department.

Children vary in their readiness for group experiences and occasionally a child under three is apparently ready for a nursery class. However, grouping by ages and later by grades is a sound principle and will avoid many difficulties in the future. Generally speaking, children under the age of three are best cared for at home. If these "babies" are brought, they should be placed in a separate nursery room. The nursery group, which is the third section of the Nursery Department, is composed of these children: two years old and under. It is merely a child-care group which functions at any time it is needed: during the church service, parents' meetings or ladies' meetings, and no formal teaching is done.

The nursery room must be clean, light, cheerful and in charge of a competent adult. The nursery roll secretary might recruit persons, acquainted with the ways of youngsters, who through friendly conversation would be able to offer helpful suggestions to parents as they bring or pick-up their children. The room should be furnished with washable toys, a play pen, and a crib or two.

It would not be surprising if no

space could be found in the church for a nursery room. Do not overlook the possibility of using a room in a near-by home. If the need for a church nursery is great enough, space *can and will* be found.

Nursery Roll secretaries and Nursery Class teachers, we have the responsibility of guiding our children in their earliest and very important experiences in the

church. The manner in which we accept the challenge offered by these youngsters and their parents will influence their lives as well as the Church of tomorrow. It can be a satisfying and joyous experience for us if we meet this opportunity with conscientious effort and pray for guidance to discharge properly the duties of one of the privileges of our church.

"Adopt a Mission Station", Norwegian School Urged

Oslo, Norway—(NLC)—Norwegian schools have been urged to "adopt" foreign mission stations, by "Prismet," a periodical published by the Institute for Christian Education of Oslo.

The periodical pointed out it has become customary for Norwegian school classes to "adopt" or to assume sponsorship of Norwegian merchant ships, since this procedure has proved to be of great educational value by permitting the children to learn not only from books but also from "live material," like letters, photographs and direct contacts with the "adopted" seamen.

Why, Prismet asked, shouldn't schools in the same way "adopt" foreign mission stations, which might provide more valuable subject matter and give the pupils wider horizons than any other kind of "sponsorship?"

"Naturally," Prismet wrote, "our schools would have to correspond not only with the Norwegian missionaries, but also with their fellow-workers, and especially with the Negro, Malagasy, Indian, and Japanese children who go to school at the mission stations."

Hardly anything, it continued, could provide more personal contacts and a greater variation of subject matter. The children would learn something new about geography, various forms of society, history, all kinds of cultural problems, and, of course, religion.

"At the same time," Prismet suggested, "such a program would contribute to peace among nations. Only through real knowledge and personal contacts with the colored peoples shall we conquer prejudices.